



Behaviour Management Policy

Ratified by Council	
Date	
Name	
Signature	

Provenance	To be Revised (Date)	
	Relates to Standard	14. Management of Student's Behaviours
	Related Documents	<ul style="list-style-type: none"> • Behaviour Management Process • Strategies for Positive Learning Environment • School Ethos Policy • Preamble, Protective Behaviours Policy • Protective Behaviours Policy • Preamble, Pastoral Care Policy • Pastoral Care Policy • Preamble, Behaviour Management Policy • Anti-Bullying Policy • Workplace Bullying Policy • Preamble, Teachers' Professional Code of Conduct Policy • Teachers' Professional Code of Conduct Policy • Preamble, Equal Opportunity Policy • Equal Opportunity Policy •
	Links with	<ul style="list-style-type: none"> • Learning Support Policy and • Appendix 1-4 <ul style="list-style-type: none"> -Appendix 1 – Discipline in Kindergarten -Appendix 2 – Discipline in Primary -Appendix 3 – Behaviour Plan -Appendix 4 – Erich Gabert in Punishment in Self Education and in the Education of the Child

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West Coast Steiner School is committed to being a Child Safe Organisation, taking a preventative and participatory stance on child protection issues and promoting a child safe environment and follows the framework of Creating Child Safe Institutions (July 2016) from the Royal Commission into Institutional Responses to Child Sexual Abuse

Preamble

West Coast Steiner School is committed to providing and maintaining a safe and positive learning environment. The school provides a social context which allows students to be supported whilst also being taught how to accept responsibility for their own behaviour.

West Coast Steiner School recognises the need for certainty and consistency, so that students feel secure in their boundaries and experience the exercise of authority as proportionate and consequential.

Students are given opportunities to develop appropriate behaviours, self-control, and resilience, through interactions with teachers and other staff and through the curriculum; and are reinforced consistently in a manner which develops their understanding of responsible social behaviour.

We encourage appropriate and fair sanctions for students who display inappropriate behaviours.

Purpose of the Policy

The purpose of the policy is to ensure to ensure all students receive positive guidance and encouragement towards acceptable behaviour and are given opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers.

The use of any form of child abuse, corporal punishment or other degrading punishment is forbidden. The administration of permitted forms of behaviour management, discipline or

punishment will conform to the principles of procedural fairness and the prohibition of unlawful discrimination.

To ensure fair process and procedural fairness: the student will be informed about the nature of the complaint or alleged breach in such a way that he or she is capable of understanding it clearly; that disputed matters are fully investigated which may include interviewing witnesses and that the student is given a chance to respond to the allegations or complaint.

Both the investigator and the decision-maker/adjudicator (who may be the same person) will be free from bias and from the perception of bias; and the decision-maker will act reasonably and consistently with school policy.

The school's response to a student's breach of discipline will not only accord procedural fairness to the student but also be proportionate to the nature of the breach and provide an avenue to appeal the outcome. The school will keep discipline records of disciplinary actions and to ensure that relevant policies are implemented fairly. The quality of the behaviour management practices at the school, including fairness and consistency of application, will be relevant to both the standard of education and the levels of care.

The school implements policies, procedures, practices and strategies for the prevention of grooming and child abuse, which are approved by the governing body, reviewed annually and updated in light of experience and relevant research.

Approach

Behaviour management is not about punishment. It is a process for and response to individuals and situations, in such a way as to lead to the development of skills which promote responsibility and accountability. In the Steiner school, such responses would be different at different age levels. What is appropriate in the kindergarten will be different in the Primary School. Through recognition of the implications of the stages of child development as given by Rudolf Steiner, correct forms and rhythms are set in place so that the individuality of the child is protected and safety is ensured. These rhythms and forms should also encourage "Education towards Freedom" in that the progression from outer discipline (as in the Kindergarten, where through imitation the child is enfolded in a form totally conceived by the teacher) to inner (self) discipline (in the upper school) is encouraged.

By setting parameters that balance, heal, curb excesses and strengthen weaknesses, we gradually work towards the time when the individuality can emerge, ready to be able to take charge of her/his own self-direction and self-discipline. This is "Education towards Freedom" – the freedom each one has to reach goals each has freely chosen.

Thus we have a common theme – that out of GOODNESS, BEAUTY and TRUTH, through active collaboration we are able to form an orderly school life in which the children can unfold their individual gifts and find their appointed tasks in life.

The approach includes:

- A curriculum which is age appropriate in its content and delivery;
- The delivery of all areas of the curriculum in a way that is human-centered and in which is embedded a moral logic and understanding;
- The regular use of legends, biographies and therapeutic stories told for specific social situations, which provide the children with social understanding and with suggestions for the confrontation of difficulties and challenges;
- The extensive and regular use of arts and especially drama as means of self-expression and tools for social understanding;
- Attention to oral language development for strong, clear, articulate communication;
- Attention to the need for rhythm and balance in all learning activities;
- The employment of physical, artistic and intellectual activities in a balanced fashion across the curriculum;
- The collegial study of child development and the pedagogy, including the sharing of teaching experiences;
- Regular case studies (“Child Studies” and “Class Studies”) focusing on individual children and classes in the school;
- The practice of the Class Teacher staying with her or his class through the years of primary school;
- The importance assigned to the teacher as a role model and trusted guide;
- The provision of learning support where required;
- The sponsoring of regular mentoring and professional development to promote the development of best teaching practice across the school.

Kindergarten – approximately to 7 years of age (up to the change of teeth)

In these years, the child is most imitative and open and lives in an implicit confidence in goodness and love. The child models her/his behaviour on those adults most central or significant to her/his life. The adult, therefore, strives to be worthy as an example – in thought, word and deed. If the child has been given warm security and has respect for the adult she/he will imitate good behaviour. The adult does not speak to the child, “You must do this or that,” but, “Look, we do it like this”.

Primary School (from the change of teeth to puberty)

In these years, the authority of the teacher (adult) is fundamental. By “authority” we do not mean that the teacher shouts, rants, raves, is unreasonably demanding, or wields the big stick. Rather, the child is disciple, (related to the root sense of discipline), and the teacher is author, (related to the root sense of authority). At heart, all children at this age naturally seek this relationship. The teacher’s authority will be something which resonates with the children’s own needs, which works as a principle of freedom for the children by releasing their own inherent powers.

Process

Please refer to the accompanying document titled Behaviour Management Process for

an outline of the procedure with accompanying appendixes 1-4, we adhere to in the address of respective behaviours at West Coast Steiner School, Nollamara.